

Effective Schools Framework Diagnostic: Final Report

Campus:	Grades Served:	Date of Site Visit:
Matagorda School	PK - 8	1/19/22
District:	Principal:	DCSI:
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Summary of Strengths	Summary of Growth Areas
<ul style="list-style-type: none"> • PLC meetings occur weekly and include written agendas that focus on operational and instructional topics. • Teachers feel supported by the current administration. • Routines and procedures were evident during key transitions. Adults were present and knew their roles. The establishment of campus-wide rules has positively impacted staff and students. 	<ul style="list-style-type: none"> • The campus is creating a shared vision, mission, values and aligned practices and policies, but limited progress has been achieved. • There is no assessment calendar and a plan is not evident regarding creation of assessments and what resources will be used in the creation of those assessments. • While lesson plans are required, there is no verification that they are aligned to the TEKS and that the lesson activities have the appropriate rigor. • Lesson plan feedback is not consistent or timely and does not impact instruction.

Prioritized Focus Areas for Improvement

Matagorda ISD demonstrates a number of strengths and areas of opportunity for the instructional leadership team to leverage as they plan for the upcoming school year. Through our analysis of artifacts, meeting with leadership, teachers and students we have identified two areas for Matagorda ISD to analyze deeper before school improvement planning begins.

1. **4.1 Daily use of high quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**
2. **5.1 Effective classroom routines and instructional strategies**

4.1 Daily use of high quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
 Matagorda ISD is currently using a variety of curricular resources. There is concern regarding student achievement in reading, and leadership shared that while they recognize there is a need in math also, a concerted focus on reading will have the greatest impact on student achievement. The superintendent/principal has established a PLC schedule that allows the teachers to meet weekly. Leadership and staff agree that implementing these high-quality instructional materials in their classrooms will enable them to plan lessons that are at the appropriate rigor and align to the TEKS. A formal, written assessment calendar was not available.

5.1 Effective classroom routines and instructional strategies

The superintendent/principal established weekly PLCs that meet regularly to discuss a wide range of topics. The superintendent/principal has begun the process of training teachers on the use of high-yield instructional strategies. The leadership recognizes the need to continue to provide teachers with more training and support to ensure that teachers implement these best practices. There was positive support for the implementation of the school-wide procedures that were established this school year. Leadership and staff recognize the need to continue this initiative.

Summary of Barrier Analysis Findings

4.1 Daily use of high quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

The Superintendent/principal and teacher leader shared that funding is a major concern for the campus. The concern is there regarding high-quality instructional materials and ensuring that the required materials are readily available to teachers. The majority of the teachers maintain a positive attitude and recognize the need to address the gaps regarding student achievement. There is a need to bridge gaps among the staff to ensure that all teachers have these high expectations for students.

5.1 Effective classroom routines and instructional strategies

Superintendent/principal and teacher leader are concerned that change will be difficult for teachers. Instruction at the campus has been traditionally whole group, and high-yield instructional strategies have not been emphasized by previous administration. Keeping this work manageable for teachers is a major concern because the majority of the teachers have multiple preps.

**Overall Implementation Level Guide
(For Reference Only)**

- Full Implementation** - All key practices are substantially in place and functioning.
- Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- Planning for Implementation** - Work is underway to develop at least one of the key practices.
- Not Yet Started** - There is currently no evidence of any key practice.

Lever #1: Strong School Leadership and Planning

Essential Actions	Key Practices	Implementation Level	Evidence
<p><i>Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities</i></p>	<p>Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).</p> <p>Performance expectations are clear, written, measurable, and match the job responsibilities.</p> <p>Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.</p> <p>Campus instructional leaders meet weekly to focus on student progress and formative data.</p> <p>Principal improves campus leaders through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p>	<p>Not Yet Started</p>	<ul style="list-style-type: none"> The superintendent also serves as campus principal, and there is no assistant principal or instructional coach. Superintendent/principal relies on the business manager and one teacher as extensions of the leadership team. Teachers indicate that the superintendent/principal is the instructional leader of the campus. Teachers indicate that the leader is visible in classrooms and in the “trenches” with them. Superintendent/principal assumes all key leadership tasks. Superintendent/principal and teacher collaborated to create the campus TIP and reconvene each TIP cycle to update the document. The Matagorda master schedule presented by the superintendent/principal indicates the daily schedule for each grade level, tutorials, and PLCs. The superintendent/principal analyzes data from various sources (DMAC, Edugenuity), and she determines how to best disseminate data with teachers, researches best instructional strategies to present to teachers, and conducts PLCs regarding progress noted in collected data.

Lever #2: Strategic Staffing

Essential Actions	Key Practices	Implementation Level	Evidence
<p><i>Recruit, select, assign, induct, and retain a full staff of highly qualified educators</i></p>	<p>The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.</p> <p>Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.</p> <p>Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.</p> <p>Teacher placements are strategic based on student need and teacher strengths.</p> <p>Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.</p> <p>Preferred substitutes are recruited and retained.</p>	<p>Planning for implementation</p>	<ul style="list-style-type: none"> • The campus was fully staffed on first day of school. Three teachers are not currently certified in state of Texas. The superintendent/principal is currently monitoring each teacher's progress regarding their certification status. • The superintendent/principal created a teacher handbook at the beginning of the 21-22 school year. • Matagorda is a rural single campus district and receives limited employment applications. The superintendent/principal advertises statewide at colleges, on tasanet.org, on the ESC website, and district website. The lack of available housing for new hires is a barrier when recruiting new employees. • Members of the Administrator Focus Group shared a current retention strategy: school board approved a policy that teachers (twice a semester) can leave 2 hours early or come in 2 hours late without being docked. Teachers are required to obtain their own coverage. This was done in an effort to help teachers attend various appointments in the nearest town that is at least 30 minutes away. • Members of the Teacher Focus Group stated that there are no retention strategies in place to retain teachers in the district. • The superintendent/principal defines a high-performing teacher as one who is engaged with the students and whose students are successful, on grade-level or striving to be on grade-level. The classrooms of high-performing teachers demonstrate students enjoy the learning with a strong rapport between the teacher and students, and the environment is conducive for learning. • The Teacher Focus Group stated that a high-performing teacher has students engaged and excited about learning, is a member of the community, and works hard to increase parental involvement. They also noted that COVID has impacted community involvement. • The superintendent/principal reviewed teaching certifications, STAAR scores, and solicited feedback from the business manager and the school board to create a plan to place teachers strategically in areas of greatest need. • Three substitutes come to the campus daily. Currently one classroom has a permanent substitute as a result of teacher retirement in middle of school year. Teachers consistently cover for

each other to ease the burden when substitutes are not available. Teachers shared concerns that students are not getting proper instruction because of the long-term substitute.

- The superintendent/principal created a substitute handbook and held a training for substitutes at the beginning of the year.

Lever #3: Positive School Culture

Essential Actions	Key Practices	Implementation Level	Evidence
<p><i>Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i></p>	<p>Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.</p> <p>Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success</p> <p>Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.</p> <p>Regular campus climate surveys assess and measure progress on student and staff experiences.</p>	<p>Planning for implementation</p>	<ul style="list-style-type: none"> ● The campus is in the process of developing mission, vision, and value statements. The superintendent/principal has interviewed each teacher to gather ideas on what the focus should be and what the future should look like on the campus. Parents, students, and board members have also given input. Multiple campus created surveys were disseminated to obtain feedback from stakeholders. The next step in this process is board approval of these statements. ● Several discussions have been held regarding the development of the mission, vision, and value statements, but at this time no final product is available. ● The superintendent/principal has scheduled additional training for the school board via Lone Star Governance. ● The superintendent/principal created a Student Code of Conduct and Student Handbook at the beginning of the 21-22 school year ● The superintendent/principal stated that this school year teachers have high expectations for all students. This has not always been the case; the staff has “buy-in” and are working toward the students taking ownership of their own education. The superintendent/principal stated “I believe if you inspect what you expect” and using this philosophy has become visible in the classrooms, giving positive reinforcement but also giving corrective feedback to teachers. ● The Teacher Focus Group indicated that staff cares deeply about the students, and everyone is aware of learning gaps across the campus. Teachers have communicated to students the need to close gaps and have established goal setting with students. They stated that there is evidence that students are working to improve their individual skills. They stated that the entire staff recognizes the need to work hard for the students. ● Overall, most staff are optimistic that the campus will improve. Teachers did express concern that a small number of staff did not agree with current administration. ● A recurring theme was the continuous comparison among administration and teachers regarding “this year” versus “last year”.

Lever #4: High-Quality Instructional Materials & Assessments

Essential Actions	Key Practices	Implementation Level	Evidence
<p>Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.</p>	<p>Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p> <p>High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</p>	<p>Not Yet Started</p>	<ul style="list-style-type: none"> ● Examples of formative assessment data sources collected by the campus include My Path (Edgenuity) <i>reading and math only</i>, DMAC assessments, and TEKS Resource. ● There was not an assessment calendar available, and no clear dates for upcoming assessments could be articulated. ● The primary scope and sequence document being used is the Year At a Glance in TEKS Resource. ● Campus curricular resources include HMH, Go Math, and Social Studies Weekly. Edgenuity is being used as an instructional tool over 50% of the time in classrooms. Teachers reported using a variety of resources to supplement when extra materials were needed. During PLC teachers were asked to structure tutoring session without using computer-based resources. Possible vetted, rigorous resources were not discussed ● Lesson plans are due on Friday for the next week. When feedback is given, it is done verbally. There is no common lesson plan or feedback template.

Lever #5: Effective Instruction

Essential Actions	Key Practices	Implementation Level	Evidence
<p>Effective classroom routines and instructional strategies</p>	<p>Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.</p> <p>Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking</p>	<p>Planning for implementation</p>	<ul style="list-style-type: none"> ● The superintendent/principal determines professional development needs. PLC weekly agendas presented indicated the variety of topics that the principal has presented in Fall 2021. Topics included: Student progress, Classroom Routine Plan, Mental Health, HB 4545, and Effective Instructional Strategies. ● Campus expectations are posted in high-traffic areas throughout the school as well as in every classroom. Teachers gave positive feedback regarding the creation and use of common expectations across campus. Students were compliant in classrooms and no discipline issues were observed while on campus. ● Routines and procedures were evident during key transitions. Adults

	<p>skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.</p> <p>Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.</p>		<p>were present and knew their roles.</p> <ul style="list-style-type: none"> • Each teacher is expected to attend two additional professional developments by the end of April with the expectation that one of the trainings should be centered around effective instructional strategies.
<p>Data-driven instruction</p>	<p>Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p>Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.</p>	<p>Planning for Implementation</p>	<ul style="list-style-type: none"> • There is no evidence that instruction is being adjusted when students are not showing mastery of the TEKS. • Edgenuity is the primary resource for lessons and for reteach. • PLC meetings occur weekly and include written agendas that focus on operational and instructional topics. • Administration and teachers have created boards to track student progress. The primary source for data being used is My Path (Edgenuity). During the PLC observed teachers discussed student progress for each grade level (<i>reading and math</i>). Student progress boards were created for 1st through 8th grade students. • Individual student progress trackers were not evident.